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ABSTRACT

A bilingual/bicultural project for kindergarten children in Rowland Heights, California, is described in this evaluation report. The project included 2 kindergarten classes with approximately 30 children in each class and a bilingual staff. Parents and other community members served as educational volunteers and resource persons. Pre-service and inservice programs were provided for teachers and teacher aides. Pupil performance in the bicultural atmosphere was evaluated by means of a Kindergarten Achievement Profile and an Attitudinal/Adjustment Rating Scale. The project evaluation was also based on information collected by means of questionnaires distributed to teachers, teacher aides, parents, and advisory committee members. Recommendations for improving the project call for closer monitoring of student attendance, revision of student selection criteria, better liaison with target area residents, review of parents who show little interest in program participation, closer matching of teachers and teacher-aides within each classroom, closer monitoring of advisory committee member attendance, and full responsibility on the part of the project director for staff selection and staff selection criteria. (PS)

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E V A L U A T I O N R E P O R T

ROWLAND BILINGUAL/BICULTURAL EDUCATION PROJECT

Thomas A. Casso, Director

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JUL 18 1972
NMSU

Elementary and Secondary Education Act of 1965
Title VII

Rowland Unified School District
Rowland Heights, California

Dr. Stanley G. Oswalt, Superintendent

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I. REGION AND NEEDS

REGION AND NEEDS

Rowland Heights is situated in Los Angeles County at the eastern edge of the San Gabriel Valley. This small unincorporated community is approximately twenty-five (25) miles east of the City of Los Angeles and three (3) miles from La Puente, its closest neighboring city.

The Rowland Unified School District has rapidly expanded from an enrollment of 4,000 students in 1960 to 13,393 students in 1970, of which approximately 3,129 are Spanish-surnamed. There are at present no private education facilities in the immediate area for either pre-school or school age children.

Rowland is essentially a residential community with few or none of the public facilities usually found in urban areas, i.e., library, parks, swimming pool, Y.M.C.A., public transportation, street lighting, etc. Other such necessities as emergency medical care or social services are completely lacking in the immediate area.

The low-income target area is separated from the remaining predominantly middle class residential communities by two highways and low hills. The four target

area schools enrolled 37% of the district's Spanish-surnamed students. The kindergarten registers in these schools, however, indicate a 44% Spanish-surname enrollment. Many of these young children (about 33%) have little or no ability to speak or understand the English language. This trend toward an increasing percentage of Spanish-surnamed/Spanish speaking residents is seen as continuing and even increasing as the low rents, low housing costs, and number of residents with Spanish surnames attracts more Spanish-speaking families. Additional needs identified by the district and included in FY 1970-71 operational grant are as follows:

1. To upgrade the reading abilities of children in the district.
2. To develop intercultural understandings for school district personnel and others in the community, thereby making it possible to eliminate "cultural stereotyping".
3. To allow children to develop positive self-concepts, pride in cultural identity and the potential for achieving greater success in school.
4. To develop early language skills, linguistic competence, and improved communication capa-

4. bilities for native English speakers and native Spanish speakers.
5. To develop a staff of bilingual teachers who understand how children learn and who have the attitudinal "set" which enables them to capitalize on the environmental experiences of the culturally and linguistically different.
6. To train teachers in TESOL ... the teaching of English to speakers of other languages, in order to facilitate "two-way" learning experiences in culturally mixed classes, and to make possible second language development for the child whose dominant language is Spanish.
7. To develop parent participation in school and community-related activities, thereby enabling parents to view the school as a humanistic societal institution.

II. DESCRIPTION OF THE INSTRUCTIONAL PROGRAM

CLASS STRUCTURE

The Rowland Bilingual/Bicultural Education Project is composed of two kindergarten classes with approximately thirty (30) children in each class, and related project professional and support personnel. Each bilingual kindergarten class is assigned a regular teacher by the school district; the district is responsible for furnishing salary and benefits for these teachers as well as full tenure credit on the same basis as the other district employees. In addition to the regular district supplied teacher, both a bilingual teacher and a bilingual teacher aide for each class were funded by ESEA Title VII.

The parents of participating children, as well as other parents and members of the community, were included in the bilingual program as educational volunteers and resource persons. In addition, some provisions were included for the training of these volunteers in such areas as making and adapting materials for use in a bilingual/bicultural class, operating audio-visual equipment, and assisting young children in second language acquisition.

The bilingual project also operated a Resource and Learning Center. This facility was utilized for: advisory committee, parent group, staff, and workshop meetings; materials preparation; materials library housing; and as the operations center and office to the bilingual project.

LEARNING ENVIRONMENT

In keeping with the fundamental purpose of the Rowland bilingual/bicultural program, the learning environment provided both the Mexican-American and the Anglo children with a supportive and comfortable atmosphere in which to receive instruction. The room arrangements in both the Northam and Villacorta kindergarten classrooms were conducive to bilingual instruction and learning in such areas as: school routine; class instructions; and educational skills in reading, language arts, and mathematics.

The importance of this classroom environment is even more significant when one considers the full extent of the bilingual curriculum which implies that both Mexican-American and Anglo children will perform educational tasks in their native tongue while learning at a progressive rate to function in the same areas in a second language.

The classroom arrangement in the Northam and Villacorta kindergartens was designed to offer behavioral settings, called Interest Centers to the project children. These centers contained materials which extended and

augmented the learning experiences of the children. A variety of levels of achievement in the centers made possible both individual success and growth in acquiring learning skills. Interest Centers utilized in the Rowland bilingual/bicultural project were:

- Block Building Center
- Floor Toys Center
- Film Strip Center
- Listening Center
- Puzzles and Educational Games Center
- Construction Center
- Math Center
- Science Center
- Arts and Crafts Center
- Writing Center
- Home Center
- Painting Center
- Library Center

The overall kindergarten classroom learning environment was one which the children, through interaction with their peers, classroom teachers, and teacher aides, were extremely receptive to the educational program. The fact

that the program provided one monolingual and one bilingual teacher, as well as one bilingual aide, was a highly supportive factor to the general learning environment.

LANGUAGE DEVELOPMENT

Bilingualism with Diglossia

Diglossia, as interpreted and applied in the Rowland Bilingual/Bicultural project, made no attempt to determine the specific point at which a student acquired total facility in performing a task, i.e., responding to verbal instructions using mixed Spanish/English language.

In addition, it was not the objective of this program to determine the degree of Spanish/English word combinations that could be employed by teachers and/or teacher aides in presenting verbal instruction to the students. That is, participating students each had certain entry level knowledges and skills relative to language facility (comprehension and application). Diglossia, as viewed in the bilingual program, was an important instructional vehicle used to facilitate acquisition of the "other" language-whether Spanish or English. The instructional program, therefore, applied a variety of instructional modes with diglossia being but one mode and not the sole methodology implemented in the Rowland bilingual program.

Diglossia is concerned with the child's self-initiated activities-his growth in areas of self-discipline and self-help are complemented not only by his performance in the classroom, but also in his performance of tasks outside of the school structure, i.e., his attitude and adjustment to the societal environment of the community.

TESOL--Teaching English to Speakers of Other Languages

For the past several years, the district has participated in an English-as-a-Second-Language (ESL) program which was initiated originally as an after school activity. The principal objective of this program was to develop a meaningful vocabulary in English for the participating children. The limitations of this ESL approach to the language needs of the project children was especially evident in view of the spring semester change in ethnic balance in the Rowland community with recent entrants from Mexico who spoke little or no English.

Early in the year, and subsequent to this time, these data were made evident to the district and program director so that the 1970-71 fiscal program could account for the needs of these children upon entry into the district.

District and state coordinated efforts with regard to the contribution of ESL to the overall learning strategies for bilingual education programs were evidenced by a series of seminars sponsored by the Orange County Department of Education, TESOL, and its state-wide counterpart, CATESOL [California Association of Teachers of English to Speakers of Other Languages] which were held on March 12 and 13 at the Royal Coach Motor Hotel in Anaheim, California. A large number of project staff members and advisory committee members attended and participated in this conference. The Project Director, teachers, and aides were cited for their contribution to the conference and were awarded a commendation by the Director of TESOL, University of Southern California.

The focus of these meetings was on bilingual/bicultural education with emphasis on the ESL component. The project consultant, accompanied by the project teachers and teacher aides, presented a seminar in which the following topics were discussed: the purpose of using study kits, the use of puppets, the key vocabulary concept, math concepts for kindergarten, and visual literacy.

The project participants attended various other

seminars as well in order to report back to the district with a comprehensive view of the conference offerings. Thus, a broad overview of theories, procedures, and materials utilized in ESL as an important segment of bilingual education was made available to the kindergarten children enrolled in the Rowland Title VII program.

Key Vocabulary Rings

The key vocabulary rings have been an effective means by which each child may develop and extend his individual vocabulary in Spanish and in English. This method of vocabulary development was used with individual children. The teacher/teacher aide discussed daily activities, stories, or personal experiences with the child from which key words were written down by the adult. The children traced the letters of each word and then reproduced the words on papre or on the chalk board. New words were added as a result of language experiences in the classroom, as well as enrichment through contact with the bilingual teacher, teacher aides, family, and community involvement in the total program. These key vocabulary rings also served as a basis for reinforcement of the various classroom learning experiences in art, music, and games.

The bilingual staff at Northam school, in concert with three other kindergarten teachers not directly involved in the bilingual program, developed a new visual-phonics reading readiness and reading program. The results of the material adaptation is a functionally operable series of books that can be used in other schools throughout district classes having children who demonstrate ethnic and learning characteristics and needs that are similar to the project children. In fact, there are evidences that these materials are worthy of being copyrighted.

In addition, it should be noted that the Rowland Unified School District paid a district teacher for three weeks to prepare materials and manuals for use in district classrooms having a preponderance of Mexican-American children. It is suggested that, in addition to being credited with participating in the development of these materials, that the bilingual project staff determine ancillary specific applications for use with project students.

Visual Literacy

Visual literacy attempts to utilize the oral vocabulary and language development of the target child in order to provide a written basis for further growth and reinforce-

ment in language learning. The children dictated stories or described animals or objects which, in turn, were written down by the teachers/teacher aides. The personal identification with the visual literacy materials were intended to provide a positive learning motivation for the kindergarten children. The bilingual teachers and aides were particularly effective in presenting both oral and written Spanish language experiences for the predominantly monolingual Spanish speaking children.

The monolingual English speaking instructional staff members also provided comparable relevant oral and written English language experiences for both the Mexican-American and Anglo children. It was found that the participating students responded favorably to the dictated experiential stories and took pride in their acquisition of new vocabulary, both English and Spanish.

The learning tool that was judged highly effective by the project staff, the parents, and the participating children was the instamatic camera. This equipment was placed in the hands of the children and resulted in numerous student authored books which, in turn, were utilized in generating parental involvement and good-will on behalf of the Rowland Bilingual/Bicultural Education Program.

This equipment was obtained and operated at minimal cost to the project and was felt to have more than justified the expenditure.

MUSIC AND CREATIVE MOVEMENT

The activities included in the music and creative movement segment of the curriculum were songs and folk dances in both Spanish and English. Every effort was made to have both cultural backgrounds represented and to encourage parents in the target community to participate whenever possible by sharing their skills and knowledge of musical instruments, authentic music, and costumes. Parents served as consultants in the authentification of costume designs in addition to actually planning and making costume patterns, pantalones, sarapes, ponchos, faldas, blusas, and rebosos. This use of parents in the demonstration of native songs and dances with appropriate dress to accompany them not only presented a positive ethnic image to the children from the community, but it also reinforced the importance and acceptance of family members by the school.

PHYSICAL EDUCATION

The physical education program for the Rowland bilingual project was developed according to the Total Physical Response method. In this methodology, the child must respond with movements to specific language verbal directions. Children learned to play various directional games in Spanish and English. The children responded physically to the following commands in both languages: run, jump, skip, hop, throw. Children were also asked to follow directions in the classroom in terms of a bilingual performance.

NUTRITION

It was the purpose of the nutritional activities to incorporate bilingual education with the socio-culture context of the total community. Children were instructed in Spanish and English to examine, observe, and discuss various foods. Parent volunteers were encouraged to cook certain foods with the children in the classroom to impart skills and cultural concepts.

The intent was to acquaint the children, and their parents, with foods having high nutritional value and which can be purchased at modest costs. Parent involvement in this component also was to learn the various types of foods to which her child was exposed, his like for the particular food(s), and the method for preparation. The rationale was to know the probable home receptivity for different foods, prior to purchase.

Some of the foods prepared in the nutrition component were: quesadillas, chocolate Mexicano, tostadas, frijoles, tortillas, tamales, camotes, jello, popcorn, and rice pudding. Parents, teachers, and aides assisted the children in the preparation of these bicultural dishes.

FIELD EXCURSIONS

A series of field trips was planned for the children in the Rowland bilingual education program. These excursions were designed to provide opportunities for the project children, and parents who wished to accompany their children, to visit many educational and cultural cites outside of their immediate neighborhood. There also were a number of walking trips taken in the local area to develop an appreciation for the immediate environment and to take advantage of the language and cultural concepts that reinforce the total bilingual/bicultural program.

The use of Visual Literacy skills was employed on the walking field trips as well as on the bus trips.

The fusion of the use of Visual Literacy skills by teachers, teacher-aides, and accompanying parents with the bilingual/bicultural aspects of the neighborhood not only provided continuity of the learning process to the total Title VII ESEA project, but also presented a positive self-image for the children, which was reinforced by a general attitude of respect for the local community.

SESAME STREET

In order to provide a more balanced curriculum for the participating kindergarten children and to provide a multitude of vicarious social and educational experiences, provisions for viewing Sesame Street were included in the initial design of the project. An attempt was made to use one of the four (4) television sets located in each of the target schools; however, these sets generally were not available for use in the bilingual classes due to scheduling conflicts and/or disrepair.

Plans were made by the project director to purchase phono-viewers, with all of the follow-up Sesame Street materials and two color television sets. These will be located in each of the two target schools and will be shared by the kindergarten and first grade classes. This acquisition will allow all project classes, the kindergarten in the morning and the first grade in the early afternoon, to view the professionally presented and educationally approved Sesame Street series. U.S.O.E. has approved the purchase of this equipment for the 1971-72 school year.

III. GENERAL SUMMARY INFORMATION BASED UPON COMPOSITE INTERPRETATION OF PUPIL PERFORMANCE

KİNDERGARTEN ACHIEVEMENT PROFILE

The purpose of this instrument was to assess individual and class growth in academic achievement. The intent was to determine the success the kindergarten children were having with the learning experiences as designed and implemented in the Rowland community. Although this profile was administered to each participating student of the bilingual program, no individual scores are reported herein; rather, the data on the following pages are grouped from the two target classes.

TABLE I

KINDERGARTEN ACHIEVEMENT PROFILE

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test 1	2	3	4	Post Test 1	2	3	4
1. Read the words on his Key Vocabulary Ring?	50	11	1	0	0	14	17	27
2. Paint or draw pictures of his experiences?	5	40	11	6	0	2	32	24
3. Dictate stories of his experiences:								
(a) in English?	41	6	10	5	1	4	31	22
(b) in Spanish?	47	6	7	2	5	19	23	11
4. Take a photograph during a field trip?	62	0	0	0	1	2	37	18
5. Read a story he has authored:								
(a) in English?	62	0	0	0	3	13	22	20
(b) in Spanish?	62	0	0	0	10	19	20	9

Pre: n = 62 ; Post: n = 58

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test 1	2	3	4	Post Test 1	2	3	4
6. Describe the taste and texture of foods:								
(a) in English?	22	31	8	1	0	5	34	19
(b) in Spanish?	37	18	6	1	8	9	27	14
7. Name foods that are familiar to him:								
(a) in English?	11	20	28	3	0	0	12	46
(b) in Spanish?	25	19	17	1	0	2	20	36
8. Name animals that are familiar to him:								
(a) in English?	8	19	30	5	0	1	7	50
(b) in Spanish?	28	14	18	2	0	2	18	38
9. Name articles of clothing that are familiar to him?								
(a) in English?	8	19	29	6	0	1	7	50

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test 1	2	3	4	Post Test 1	2	3	4
9. Name articles of clothing that are familiar to him? (b) in Spanish?	27	12	20	3	0	2	23	33
10. Name familiar classroom objects: (a) in English?	9	15	32	6	0	0	8	50
(b) in Spanish?	27	13	20	2	0	3	23	32
11. Watch and describe events that occur on Sesame St? (Villacorta did not implement Sesame Street.)	62	0	0	0	0	2	11	15
12. Say his first name when asked?	2	0	9	51	0	0	0	58
13. Say his last name when asked?	8	2	7	45	0	1	2	55

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
14. Write his first name when asked?	58	1	2	1	2	2	25	29
15. Write his last name when asked?	62	0	0	0	16	10	12	20
16. Name the 4 basic geometric figures:								
(a) in English?	39	16	4	3	1	3	44	10
(b) in Spanish?	50	10	2	0	3	9	38	8
17. Identify four basic traffic signs?	39	21	2	0	1	3	31	23
18. Classify foods into groups?	34	17	11	0	0	3	30	25
19. Identify familiar cooking utensils:								
(a) in English?	16	25	21	0	2	4	33	19
(b) in Spanish?	31	23	8	0	1	8	34	15

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
20. Select work at interest centers?	0	35	15	12	1	0	5	52
21. Complete work he starts?	2	4	47	9	0	1	9	48
22. Play directed games:								
(a) in English?	4	35	17	6	0	0	7	51
(b) in Spanish?	4	38	15	5	0	0	11	47
23. Respond to routine class instructions:								
(a) in English?	5	14	38	5	0	0	5	53
(b) in Spanish?	13	19	25	5	0	3	8	47
24. Count to ten in English?	21	8	11	22	1	0	2	55
24. Count to ten in Spanish?	28	8	9	17	1	1	1	55

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at all ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
25. Count to twenty:								
(a) in English?	44	8	1	9	1	2	6	49
(b) in Spanish?	52	8	0	2	2	4	8	44
26. Divide food into:								
(a) halves?	60	0	2	0	1	2	10	45
(b) thirds?	60	0	2	0	3	27	3	25
(c) fourths?	8	36	9	9	2	26	12	18
27. Assist in the preparation of culturally oriented foods?	6	14	34	8	0	1	12	45
28. Answer familiar questions:								
(a) in English?	21	14	20	7	0	4	16	38

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test 1	2	3	4	Post Test 1	2	3	4
28. Answer familiar questions: (b) in Spanish)	32	30	0	0	3	6	13	36
29. Select and check out a library book?	32	30	0	0	0	1	20	37
30. Perform simple operations using paper (fold, cut, tear, fringe, curl).?	60	1	1	0	0	0	3	55
31. Make an animal using clay?	62	0	0	0	0	1	5	51
32. Paint a picture using tempra?	3	39	19	1	0	2	2	54
33. Use a measuring tape or ruler?	62	0	0	0	0	24	10	24
34. Place two sets of objects in one to one correspondance?	62	0	0	0	0	1	10	47

KINDERGARTEN ACHIEVEMENT PROFILE
(Continued)

CODE: 1 - Not at All ; 2 - Sometimes ; 3 - Good ; 4 - Very Well

CAN THE CHILD:	Pre-Test 1	2	3	4	Post Test 1	2	3	4
35. Play 3 math games?	62	0	0	0	0	1	12	45
36. Sing 10 songs:								
(a) in English?	62	0	0	0	0	5	2	51
(b) in Spanish?	62	0	0	0	2	2	15	39
37. Dance two dances:								
(a) English culture?	62	0	0	0	1	2	6	49
(b) Spanish culture?	62	0	0	0	1	2	6	49

NARRATIVE INTERPRETATION
OF
KINDERGARTEN ACHIEVEMENT PROFILE

Whereas eighty-one per cent (81%) of the students were unable to "read the words on their Key Vocabulary Rings" (#1) and less than two per cent (2%) could read them only satisfactorily (good) at the beginning of the school year, by post test time seventy-six (76%) per cent could read them well (good) to very well. (It can be noted that the increase of student proficiency in reading key vocabulary ring words by June was forty-seven per cent (47%). The children showed a significant growth in their ability to "read a story" that had been individually authored (#15). All predominantly Spanish speaking and English speaking children were unable to read their story at program onset; however, by the end of the school term fifty (50%) per cent of the children had accomplished this objective in Spanish and seventy-two per cent (72%) had the same achievement in English.

Further evidence of the increase in reading ability may be attributed to the "selection and checking out of library books" (#29). Those students who checked out library books not at all (52%) or sometimes (48%) had shifted by the end of the school year to a ninety-seven per cent (97%) figure for the combine good and very well categories. Further growth in reading related

activities was indicated in the children's "dictating stories of their experiences" (#3): English 66% not at all on the pre test to 91% good or very well on the post test; Spanish 76% not at all on the pre test to 59% good or very well on the post test. The children's ability to actually read their own stories shifted from none of the children demonstrating any ability to read either English or Spanish language stories at the beginning of the program to seventy-two per cent (72%) being rated good or very well in reading English and fifty per cent (50%) rating good or very well in reading Spanish language compositions when the post test was administered.

The ability to "take a photograph during a field trip" (#4), an activity which was specifically designed to initiate experience stories, changed from a pre test score of not at all for all (100%) of the participating children to a total of ninety-five per cent (95%) having gained this ability on either a good or a very well rating score.

The ability to express himself well in both English and Spanish is considered one of the primary goals of bilingual education. In this important area of verbal comprehension and expression, the children

enrolled in the Rowland Bilingual/Bicultural Education Program demonstrated substantial growth in this ability. In responding to the request to "say his first name" (#12), two (2) children did not answer and nine (9) children answered satisfactorily (good) at program onset. All (100%) of the children, however, were able to perform this skill by June. The request for the children to "say their last names" (#13) also was successfully accomplished by ninety-five per cent (95%) of the children as compared to seventy-three per cent at the start of school.

When the children were first requested to write their names, ninety-four per cent (94%) lacked the ability to write their first and none (100%) could write their last names (#14 and #15). By the end of the school year, ninety-three per cent (93%) could "write their first" and fifty-five per cent (55%) could "write their last names" with either a good or a very well rating.

In descriptive responses, the children demonstrated that from a pre test score of ninety-one per cent (91%) responding not at all or sometimes for English and eighty-nine per cent (89%) responding either not

at all or sometimes in Spanish, the participating children were able to progress in describing "the taste and texture of foods" (#6) so that ninety-one per cent (91%) scored either good or very well in English and seventy-one per cent (71%) achieved these ratings in Spanish performance by the post test date.

Student participants also were asked to "identify four basic traffic signs" (#17) similar to those in the neighborhood. It was found that only three per cent (3%) were able to respond correctly, i.e., good or very well, when this concept was first introduced; however, there was a significant net gain of ninety per cent (90%) by the end of the academic year. Sixty-three per cent (63%) of the students could not perform this operation when the program started.

Whereas, sixty-three per cent (63%) of the students speaking English were rated as only sometimes "playing directional games" (#22) at program start, eighty-eight per cent (88%) could perform this activity very well as a result of the bilingual education program. The children speaking Spanish showed a net gain of seventy-three per cent (73%) in the highest rated category, very well. It should be noted that sixty-one per cent (61%) of these children could only sometimes play Spanish language directed games prior to the

bilingual experiences.

Artistic self-expression was assessed from a variety of experiential constructs. "Making an animal using clay" (#31) had not been experienced by any of the children at the beginning of the program year. By the end of the project year, eighty-eight per cent (88%) of the students performed this task very well. Although most of the students had used "tempra to paint pictures" #32, only one (1) was rated as being proficient. Ninety-three per cent (93%), fifty-four students, had attained a very well rating after completing the Rowland bilingual kindergarten program. Item #30 concerned manipulative skills such as folding, cutting, tearing, fringing and cutting paper, indicated that though none of the children could perform these operations very well at program initiation, ninety-five per cent (95%) could do so when the post test was administered.

It was found that the students responded very well with regard to counting in either English or Spanish. Two achievement levels were provided, i.e., "counting to ten" (#24) and "counting to twenty" (#25). The net growth by all students counting in English was sixty per cent (60%) and seventy per cent (70%) in the above designated levels, while the same students counting in Spanish achieved a net increase of sixty-eight per cent (68%) and seventy-three per cent (73%) respectively.

Other math related skills such as "using a measuring tape or a ruler" (#33), or "playing three (3) math games" (#35), showed gained in the highest categories of response, good and very well, of fifty-nine per cent (59%) and ninety-eight per cent (98%) respectively.

There also was a substantial increase in the number of students rating either good or very well in "dividing foods into: halves (95%), thirds (48%), and fourths (52%)" (#26). In addition, ninety-eight per cent (98%) of the children had demonstrated their ability to "place two sets of objects in one to one correspondance" (#34) by May when the post test was administered.

In culturally related skills, ninety-eight per cent (98%) of the participating children successfully (good or very well) "assisted in the preparation of culturally oriented foods" (#27). Ninety-one per cent (91%) of the children also learned to sing ten (10) songs in English, ninety-three per cent (93%) could sing ten (10) songs in Spanish (#36.), ninety-five per cent (95%) could dance two (2) dances representative of the English (Anglo) culture, and ninety-five per cent (95%) could dance two (2) dances representative of the Spanish (Mexican) culture (#37).

Summary

- High percentages of the participating children successfully (good or very well ratings) demonstrated beginning reading skills, i.e., reading words on key vocabulary rings, 76%; dictating stories of experiences in Spanish (59%) and in English (91%); and reading a self-authored story in Spanish (50%) and in English (72%).

- The kindergarten students rated high (good or very well) on questions measuring bilingual oral language ability, i.e., describing the taste and texture of foods in Spanish (71%) and in English (91%); naming familiar foods in Spanish (97%) and in English (100%); naming animals in Spanish (97%) and in English (98%); naming articles of clothing in Spanish (97%) and in English (98%); and naming familiar classroom objects in Spanish (95%) and in English (100%).

- The students demonstrated a basic knowledge of mathematics vocabulary and skills as illustrated by the percentage of good and very well scores on the mathematics related questions, i.e., naming the four (4) basic geometric figures in Spanish

(79%) and in English (93%); counting to ten in Spanish (97%) and in English (98%); counting to twenty in Spanish (90%) and in English (95%); dividing foods into halves (95%), thirds (48%), and fourths (52%); using a measuring tape or ruler (59%); playing three (3) math games (98%); and in placing two sets of objects in one to one correspondance (98%).

- The children's interested participation in culturally related areas was evident in the number of good and very well ratings such activities as: assisting in the preparation of culturally oriented skills (97%); singing ten (10) songs in English (91%) and ten (10) songs in Spanish (93%); and dancing ten (10) dances representative of the English (Anglo) culture (95%) and ten (10) dances of the Spanish (Mexican) culture (95%).

- The participating children scored good or very well in their acquisition of artistically related skills such as: making an animal using clay (98%); painting a picture using tempra (97%); and performing simple operations using paper (100%).

STUDENT ATTITUDE/ADJUSTMENT RATING SCALE

While the measurement of academic growth is rightfully considered to be a vital part of every educational program, the attitudes and adjustments by children to new learning experiences is too often overlooked as also being integral to their social and emotional development. The Rowland Bilingual Education program has been concerned with meeting these important needs. The following instrument, Student Attitude/Adjustment Rating Scale, was designed to measure such factors as:

- Attention Span
- Peer Relations
- Self Confidence
- Group Behavioral Adjustment
- Emotional Adjustment
- Pride in Accomplishment

TABLE II

STUDENT ATTITUDINAL/ADJUSTMENT RATING SCALE

CODE: 1 - Seldom or Never ; 2 - Sometimes ; 3 - Often ; 4 - Always

DOES THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
1. Tend to daydream?	38	13	2	7	39	12	5	1
2. Pay attention to the teacher's instructions?	4	25	30	1	2	14	20	21
3. Complete learning tasks?	1	12	23	24	1	13	10	33
4. Remember the teacher's instructions?	4	14	28	14	2	10	12	33
5. Become easily distracted by noises?	2	37	10	11	29	22	4	2
6. Become easily distracted by other people?	2	30	17	11	21	27	7	1
7. Behave in an impulsive manner?	46	8	5	1	49	7	1	0

Pre: n = 60 ; Post: n = 57

STUDENT ATTITUDINAL/ADJUSTMENT RATING SCALE
(Continued)

CODE: 1 - Seldom or Never ; 2 - Sometimes ; 3 - Often ; 4 - Always

DOES THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
8. Disrupt the class by loud talking and/or interrupting?	37	13	9	1	49	8	0	0
9. Exhibit an explosive temper?	50	10	0	0	51	6	0	0
10. Demand individual help?	38	10	8	4	34	23	0	0
11. Ask for adult approval?	13	41	6	0	19	36	2	0
12. Cry easily?	47	11	1	1	51	6	0	0
13. Do messy work?	32	20	7	1	45	11	1	0
14. Seem eager to experience new things and activities?	3	16	17	24	1	5	13	38

STUDENT ATTITUDINAL/ADJUSTMENT RATING SCALE
(Continued)

CODE: 1 - Seldom or Never ; 2 - Sometimes ; 3 - Often ; 4 - Always

DOES THE CHILD:	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
15. Show a willingness to help the teacher with chores?	2	22	26	10	0	7	21	29
16. Play with two or more children at recess time?	3	11	43	3	0	8	29	20
17. Express himself verbally without signs of embarrassment?	14	13	19	14	1	12	18	26
18. Smile in the classroom?	4	23	29	4	1	9	21	26
19. Accept criticism without anger?	1	6	39	14	2	2	5	48
20. Accept refusals without anger?	1	6	40	13	1	5	8	43
21. Attend school regularly?	0	5	46	9	3	4	7	43

NARRATIVE INTERPRETATION

OF

STUDENT ATTITUDINAL/ADJUSTMENT RATING SCALE

The interest of the students for the educational experiences as presented in the Rowland Bilingual program is evidenced, in part, by staff perception relative to "paying attention to instructions" (#2). The pre-test rating in the <u>often</u> and <u>always</u> categories was fifty-two per cent (52%), while the post-test rating was seventy-four per cent (74%). To further substantiate this factor, the increase in student ability to "remember instructions from his teacher" (#4), <u>always</u> was thirty-five per cent (35%) over pre-test scores.

In terms of "completing learning tasks" (#3), there was a definite shift, i.e., positive gain, in student performance from <u>often</u> (18%) to <u>always</u> (58%) of forty per cent (40%). It should be noted, however, that twenty-three per cent (23%) of the students still were only <u>sometimes</u> completing assignments. The reason for this latter factor was twofold: (1) student attrition/turnover and (2) absenteeism.

The kindergarten children were not "easily distracted by noises" (#5) as evidenced by the substantial gain by students in the seldom or never category, i.e., from three per cent (3%) to fifty-one per cent (51%). In addition, there was a twenty-five per cent (25%) net decrease by students who often or always became distracted while involved in the bilingual classroom.

There was a corresponding relationship in #6, that is, whether the children "become easily distracted by other people". The data indicate that thirty-seven per cent (37%) of the students were rated as seldom or never, an increase from the three per cent (3%) recorded at program onset. The positive gain by those students who initially often or always became distracted by their peers was even more dramatic--fourteen per cent (14%) to forty-seven per cent (47%).

The children involved in the Rowland bilingual kindergarten program responded very favorably to the classroom instruction. Whereas some seventeen per cent (17%) of the students were often or always "disrupting the class by loud talking and/or interrupting" (#8), staff felt that this had been completely eliminated by the end of the school year. In fact, only fourteen per cent (14%) sometimes regressed [86% seldom or never].

It also can be noted that there was a twenty per cent (20%) decrease by students "demanding individual help" (#10). This factor supports the data on noise and peer distractions provided above. This perhaps can best be depicted by the children's "eagerness to experience new things and activities" (#14). There was a twenty-one per cent (21%) net decrease exhibited by students in the sometimes or seldom or never categories; correspondingly, twenty-one per cent (21%) more of the students (68% to 89%) were often or always eager for the learning experiences afforded by the bilingual program.

In fact, the confidence of the participating children with regard to being willing "to help the teacher with chores" (#15) always increased from seventeen per cent (17%) to fifty-one per cent (51%). At the beginning of the school year, some forty per cent (40%) of the students were reticent to assist the teacher with classroom chores.

This apparent feeling of success with the learning activities experienced by the children also may be seen by their attitude in the classroom. That is, seventy-two per cent (72%) of the children could "express themselves verbally without signs of embarrassment" (#17) often or always, a gain of seventeen per cent (17%) from pre-test

time. In addition, there was a significant decrease in those students who seldom or never were able to express themselves without embarrassment--from twenty-three per cent (23%) to less than two per cent (2%). Other evidences of feelings of success and program impact may be seen in #18, "smiling in the classroom". The newness/unfamiliarity of formal classroom instruction was reflected by forty-five per cent (45%) in the seldom or never and sometimes categories. By post-test time, forty-six per cent (46%) were comfortable with the bilingual program. This may be compared with seven per cent (7%) when the program began.

The attitude of the children involved in the Rowland bilingual kindergarten program also was positive with regard to either "accepting criticism" (#19) or "accepting refusals" (#20) without anger. In the former, the majority of the children were able to accept criticism often or always without anger. Upon closer investigation, however, it should be noted that a positive shift occurred from often to always, that is, from eight per cent (8%) to eighty-four per cent (84%). A similar analogy may be made for #20. The positive shift from often to always being

able to accept refusals without becoming angry was from fourteen per cent (14%) to seventy-five per cent (75%).

The seatwork done by the children was seldom or never regarded as "messy" (#13) by project staff for seventy-nine per cent (79%) of the children. This represents a twenty-six per cent (26%) increase over pre-test results. During "recess" (#16), thirty-five per cent (35%) of the students were rated as always playing with two or more children by the end of the program year. Whereas only five per cent (5%) received the same rating at the beginning of the school year, the majority of students (72%) often played with more than one other child during recess.

"Attending school regularly" (#21) also showed a substantial gain as a result of the Rowland bilingual program. This increase, actually a shifting from often to always, was twelve per cent (12%) and seventy-five per cent (75%) respectively by the end of the school year. These figures may be compared to attendance at the beginning of the school year, which was seventy-seven per cent (77%) and sixteen per cent (16%) for the same two categories.

An important consideration relative to student attitudes and adjustment to the bilingual curriculum may be seen in the data concerning the stability of the students.

There was little daydreaming (#1); the children did not behave in an impulsive manner (#7); they did not exhibit explosive tempers (#9); they did not cry easily in class (#12); and they felt that they were receiving sufficient adult approval (#11). These latter factors indicated that the students felt secure with the bilingual education program as implemented in Rowland, the curriculum, and their adult/peer relationships.

SONGS AND DANCES

The inclusion of songs and dances in the educational program presented to the kindergarten children was intended to supplement daily instructional methods, such as in music and creative movement activities. The purpose for exposing the children to selected songs and dances was to provide the greatest motivational and identification vehicles to which the children could relate.

Reference to the following tables will illustrate the number and types of songs and dances in which the students and parents were involved. A file for project and district use has been prepared by the project director to assist in future program planning and development.

The effectiveness of this aspect of the program can best be seen by a review of student performances. at program onset, no students were able to sing either Mexican-American or Anglo songs. By the end of the school year, however, sixty-seven per cent (67%) of the students were able to sing ten (10) Mexican-American songs and eighty-eight per cent (88%) were able to sing ten (10) Anglo songs very well. In addition, another twenty-six per cent (26%) were able to sing Mexican-American songs well.

Those students entering the bilingual program at the beginning of the school year also were unable to perform any dances, either Mexican-American or Anglo. By program termination, the pre-specified objective of two (2) dances per child in each language was attained by eighty-four per cent (84%) of the students. They received the top rating, very well, on the Kindergarten Achievement Profile.

Music and creative movement are important features in the social and educational development of young children. The kindergarten students in the Rowland bilingual program responded very well to this program feature.

TABLE III: MEXICAN-AMERICAN SONGS

1. Adios a Todo el Mundo, ¡Claro que si!
2. Buenos Dias, Muchachos y Muchachas
3. Cielito Lindo
4. Cuando era Nina (Nino)
5. Diez Pequenos Indios
6. Dos Manitas
7. El Gato Viejo de Gris Esta Durmiendo
8. El Oso fue Sobre el Monte
9. El Tortillero
10. En la Granja de Papa
11. Es el Lunes
12. Estas son las Manos
13. Es Winnie Puh
14. Hoy es Lunes, que comer?
15. Hermanito
16. La Naranjita
17. La Noche de Paz
18. La Muneca
19. La Raspa

TABLE III MEXICAN-AMERICAN SONGS

(Continued)

20. Las Mananitas
21. Las Posadas
22. Pajarillo Barranqueno
23. Que comer?
24. Tienes Hambre
25. Ya se Murio el Burro
26. Yo Muevo mis Dedos
27. Venga a mi Chacra
28. Viejo Mac Donald

TABLE IV: ANGLO SONGS

1. ABC Song
2. African Noel
3. Alphabet Soup
4. Are you Sleeping?
5. Autumn Leaves
6. Barnyard Family
7. Bird Songs
8. Eensie, Weensy Spider
9. Fire, Fire, Fire
10. Frosty the Snowman
11. Going on a Bus Ride
12. Good-by Everybody, Yes Indeed
13. Good Morning to You, Boys & Girls
14. Halloween's Here
15. Hush Little Baby
16. If You're Happy
17. I'm a Little Teapot
18. I'm a very Fine Turkey
19. I Place my Hands Upon my Head
20. It's a Small World

TABLE IV: ANGLO SONGS

(Continued)

21.	I Wiggle My Fingers
22.	Jack-O-Lantern
23.	Jingle Bells
24.	Johnny Works with One Hammer
25.	Ki-Yi-Yi-Yi
26.	Let's Go Walking
27.	Little Bird of the Ravine
28.	Marching Song
29.	Mary Had a Baby
30.	Noah's Ark
31.	Old Mac Donald
32.	On the Farm
33.	Open, Shut Them
34.	Over the River and Through the Woods
35.	Playing Indians
36.	Row, Row, Row You're Boat
37.	Rudolph the Red Nose Reindeer
38.	Santa Claus is Coming to Town
39.	Silent Night

TABLE IV: ANGLO SONGS

(Continued)

40. Six Little Ducks
41. Sky Bears
42. Stamping Land
43. Ten Little Indians
44. The Dance
45. The Doll
46. The Fall
47. Two Little Hands
48. The Old Grey Cat is Sleeping
49. Twelve Days of Christmas
50. Twinkle, Twinkle
51. Valentine Dance Song
52. We Wish you a Merry Christmas
53. Witch Rides
54. What to Eat?
55. When I was a Little Girl.

TABLE V: DANCES

	TITLE	MEXICAN-AMERICAN	ANGLO
1.	La Bamba	x	
2.	La Raspa	x	
3.	Las Chapanecas	x	
4.	Autumn Leaves		x
5.	Balloons		x
6.	Bow, Bow, O Belinda		x
7.	Creepy, Crawly Caterpillar		x
8.	Dance of the Sugar Plum Fairy		x
9.	Galloping Horses		x
10.	Ki-yi-yi-yi		
11.	Nothing to do		x
12.	Skipping Reel		x
13.	Skip-to-my-Lou		x
14.	The Duck		
15.	Toy Tree		
16.	Train to the Zoo		
17.	Valentine Dance		x

EDUCATIONAL EXCURSIONS

Educational study trips were an important part of the enrichment program offered by the bilingual project. Both Northam and Villacorta Elementary school participants visited nearby sites (Table VI: Educational Excursions) that were specifically selected for their relevancy in the bilingual-bicultural program. The intent was to provide continuity in the instructional program by including high interest activities that would serve as an additional base for language development.

Each educational excursion was designed in such a manner that, prior to final approval, the following considerations were made:

- Student field experience orientation/ preparation
- Purpose of the visit
- Experiences to be acquired, i.e., those things to be observed/experienced
- Specialized vocabulary needed
- Classroom follow-up activities

The following activities conducted after the San Dimas Park field study trip, for example, centered about

the animals seen at the park. The children not only drew pictures of the bus, the animals, and the park, but also dictated stories of their impressions. From group discussions, two books were made and read with the class. These books then became available for the children to check out so that their parents could see the results of their child's participation in the program.

Additional data provided by parents (Mexican-American and Anglo) of participating children indicated that eighteen (18) of fifty-two (52) respondees (approximately 35%) had volunteered to help on field trips. Reference to the following table shows that most trips required bus usage. The neighborhood trips were conducted on a more frequent basis; homes of program children were visited, safety signs, and location of local stores and buildings were seen and discussed.

TABLE VI: EDUCATIONAL EXCURSIONS

PLACE VISITED	DATE	WALK	BUS	NO. PARENTS
Griffith Park	5/12		X	4
Food Center*	4/29		X	0
San Dimas Park	1/28		X	6
El Mercado	12/16		X	7
Fire Department	11/17		X	0
Eastland Shopping Center	11/10		X	9
Via's Turkey Ranch	11/3		X	0
Mt. Sac College Farm	10/27		X	6
Mt. Sac College Farm	10/22		X	1
Mt. Sac College Farm	10/12		X	3
Altadena Dairy*	9/28	X		2
Neighborhood	Often	X		1-4

*Northam Elementary School only

Whereas the input of information from parents and instructional aides relative to the types of sites that would provide cultural experiences and thereby enhance the instructional program is considered essential to a viable bilingual program, there was evidence that this was not accomplished to a sufficient degree. It should be noted further, however, that parents were encouraged to take younger siblings on the various field excursions in an effort to gain even more parental involvement. This was considered to be a very worthwhile factor that contributed to the overall support by the parents for the bilingual program.

Educational excursions were offered without charge to all schools in the Rowland Unified School District in order to give the district bus drivers additional hours of work (letter dated October 8, 1970: Re: Free Field Trips). There are indications that the bilingual program, however, was inadvertently charged for these trips during the time the letter was in effect, while other classes in the target schools were not charged for this regular district program.

IV. GENERAL SUMMARY INFORMATION BASED UPON COMPOSITE INTERPRETATION OF AUXILIARY PROGRAM COMPONENTS

PRE-SERVICE AND INSERVICE PROGRAMS

Teachers and Teacher Aide Training

An orientation and pre-service meeting for the Rowland Bilingual/Bicultural Education Program was held the first week in September (September 3, 1970) for teachers and teacher aides participating in the project. The day was spent in the acquisition of knowledge of the program, becoming acquainted with one's co-workers, and in preparation for the opening day of school. A curriculum consultant, the project director, and the staff members were responsible for the program. Topics included in the pre-service workshop were: the learning environment, curriculum, key vocabulary activities, structural bilingual activities, music and creative movement, physical education, nutritional activities, and field trips.

The performance objectives (process and product) for participating students, staff, and parents were discussed relative to the above topics. In addition, the pre-service orientation program included methods for the bilingual project.

Further inservice implementation was accomplished through an evaluation and audit session held in February with the district administrative officers; the ESEA Title VII evaluator, auditor, and staff; the Associate Director of Government Projects; Advisory Committee Chairman and one member; and the Project Director in attendance. The objectives and instruments of the mid-year evaluation were discussed and recommendations made concerning them. Suggestions and considerations for further development of this project were made by the Community Advisory Committee. The Project Director recommended and the Community Advisory Committee concurred that a television set should be made available so that the project participants could have the opoortunity to view Sesame Street for the purpose of augmenting the existing curriculum offerings.

[See Appendix A: Pre-Service and Inservice Sessions and Workshops Agenda.]

Advisory Committee Meetings

The Title VII Advisory Committee meetings evidenced a deep commitment to the bilingual program needs as well as a thorough cognizance of the community resources which

may be utilized to service their needs. A substantial amount of parent acceptance and involvement in the project was the result of major efforts on the part of the Advisory Committee and the project staff.

The data generated by the Advisory Committee questionnaire indicated that while it was generally felt that the instructional staff and district administration were dedicated to serving the needs of the Mexican-American child, there was some indication that all aspects of suggestions were not being incorporated into the bilingual program to the degree hoped for by the Advisory Committee. This is despite the fact that staff planning sessions were held frequently to discuss the feasibility of such requests. For example, cross-age tutoring was discussed as a valuable instructional process to increase academic performance in project children-

Special Programs

Throughout the academic year a number of special programs were offered as part of the bilingual education program. Highlights of these performances were "El dia de todos los santos" and el dia de los muertos" held

in conjunction with a school-wide carnival for Halloween, a Thanksgiving Day celebration, the Christmas program, classroom observance of Washington and Lincoln birthdays (programs), the "Primavera Mexicana" (Springtime in Mexico) presentation on March 23, a "Cinco de Mayo" celebration (a commemoration of the Battle of Puebla in 1862), and the "Despedida" (farewell banquet), on June 14.

The project children made their own masks in the classroom for the Halloween carnival. Parents, teachers, aides, and children prepared a Thanksgiving Day dinner which was enjoyed by the program participants. The project children wore appropriate costumes which they designed and made under the direction of the staff and parents. The entire school joined with the bilingual kindergarten celebration of Christmas with a pinata and holiday costumes.

The "Primavera Mexicana" was the first in a series of evening programs designed to bring the various segments of the community together in mutual respect and understanding. Approximately four hundred and fifty persons (450) attended this fiesta. The Cinco de Mayo fiesta which was attended by over five hundred (500) parents and community

representatives provided an excellent opportunity for cultural exposure for the participants through music, dance, and historical commemoration, culminating with a pot luck dinner followed by a pinata for the project children.

The Advisory Committee members were presented awards of merit for accomplishment in areas of parent involvement and participation in the bilingual program at the "Banquete de Despedida".

PARENT PARTICIPATION RECORD

In order to measure the extent and type of assistance provided by the parents of children enrolled in the Rowland Bilingual/Bicultural Education Project, a parent participation assessment instrument was developed and administered on a pre and post test basis. This instrument which was prepared in both Spanish and English, recorded changes in the parents cultural adaptations and their relations with other parents and project staff members whose cultural backgrounds might differ from their own. This information then served as a basis for judging the impact of the bilingual program on the families involved and indicated areas in need of further emphasis.

PARENT PARTICIPATION RECORD
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Yes ; 4 - No Response

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
6. Can you understand:								
(a) Spanish?	14	2	9	3	10	5	5	0
(b) English?	0	0	26	2	1	0	19	0
7. Did you volunteer to help in the project?								
(a) read stories to children?	16	3	1	8	18	0	2	0
(b) go on field trips?	21	0	0	7	11	4	5	0
(c) go on walks with the class?	21	2	2	3	16	0	4	0
(d) talk to the class as a group?	14	0	2	7	18	0	2	0
(e) use a tape recorder to record the children's language?	21	0	2	5	18	0	2	0

(v. 70/-71- American, ou manuscrite pp. 28-74).

PARENT PARTICIPATION RECORD
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Yes ; 4 - No Response

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
7. Did you volunteer to help in the project?								
(f) take pictures of class activities?	23	0	0	5	18	1	1	0
(g) help prepare children's picture-word books?	23	0	0	5	19	0	1	0
(h) show the class how to cook, sing, draw,sew?	23	0	0	5	15	1	4	0
8. Did you help teach other parents about understanding your language and culture?	23	2	2	1	18	0	2	0
9. Have you visited in the home of Anglo parents whose children are in your child's class?	19	2	6	1	12	2	6	0
10. Have you visited in the home of Mexican-American parents whose children are in your child's class?	18	2	6	2	10	1	9	0

PARENT PARTICIPATION RECORD
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Yes ; 4 - No Response

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
11. How many times have you talked about your child so far this year:								
(a) with the bilingual teacher?	5	10	6	7	5	5	10	0
(b) with the Anglo teacher?	7	6	8	7	5	7	8	0
(c) with the teacher aide?	8	4	10	6	10	4	6	0

TABLE VIII

REGISTRO DE PADRES PARTICIPANTES

SIFRA: 1 - No ; 2 - Un Poco ; 3 - Si ; 4 - No Respuesta

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
1. Asistio usted los semenarios del proyecto?	33	0	2	0	32	1	0	0
2. Aprendio usted usar:								
(a) una camara?	15	1	17	2	19	7	7	0
(b) una grabadora?	22	2	9	2	28	3	2	0
(c) una maquina de escribir?	24	3	4	4	30	2	1	0
3. Discutio usted modos para envolverse en la educacion de su Hijo(a)?	20	2	11	2	12	7	14	0
4. Discutio usted diferentes modos para ayudarle a su hijo(a) aprender los nombres de diferentes cosas?	14	4	16	1	10	8	15	0

Pre: n = 35 ; Post: n = 33

REGISTRO DE PADRES PARTICIPANTES
(Continued)

SIFRA: 1 - No ; 2 - Un Poco ; 3 - Si ; 4 - No Respuesta

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
5. Sabe usted hablar:								
(a) Espanol?	0	0	34	1	0	1	32	0
(b) Ingles?	9	14	12	0	7	19	7	0
6. Comprende usted:								
(a) Espanol?	4	2	29	0	0	1	32	0
(b) Ingles?	9	7	18	1	7	11	15	0
7. Voluntio usted su ayuda en el proyecto?								
(a) leer cuentos a los ninos?	27	1	7	0	29	0	4	0
(b) ir a excursiones de las clases?	25	1	8	1	23	1	9	0

REGISTRO DE PADRES PARTICIPANTES
(Continued)

SIFRA: 1 - No ; 2 - Un Poco ; 3 - Si ; 4 - No Respuesta

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
7. Voluntio usted su ayuda en el proyecto?								
(c) ir a paseos con la clase?	27	0	8	0	23	1	9	0
(d) hablarle a la clase en grupo?	28	0	3	4	32	1	0	0
(e) usar una grabadora para el idioma de los ninos?	31	0	4	0	31	0	2	0
(f) tomar fotografias de las actividades de la clase?	30	0	3	2	28	3	2	0
(g) ayudar a prepara los libros con dibujos y palabras?	26	2	6	1	30	2	1	0
(h) ensenar la clase a cocinar, cantar, pintar, o coser?	22	1	12	0	19	8	6	0

REGISTRO DE PADRES PARTICIPANTES
(Continuado)

SIFRA: 1 - No ; 2 - Un Poco ; 3 - Si ; 4 - No Respuesta

	Pre-Test				Post Test			
	1	2	3	4	1	2	3	4
8. Le enseno usted a otros padres como aprender su idioma y su cultura?	31	1	3	0	32	0	1	0
9. Ha visitado usted las casas de los padres Anglo-Americanos quienes hijos asisten la clase de su hijo(a)?	32	0	2	1	27	3	3	0
10. Ha visitado usted las casas de los padres Mexico-Americanos quienes hijos asisten la clase de su hijo(a)?	27	2	6	0	17	7	9	0
11. Cuantas veces ha hablado usted de su hijo(a) este ano con:								
(a) la maestra bilingue?	4	5	21	5	1	5	27	0
(b) la maestra Anglo-Americana?	12	4	17	2	20	8	5	0
(c) la persona que le ayuda a la maestra?	3	4	28	0	10	5	18	0

NARRATIVE INTERPRETATION OF PARENT PARTICIPATION RECORD

The first question on the Parent Participation Record was concerned with determining the "number of parents who attended project workshops". Responses on both the English and Spanish language instruments indicated that, at project termination, a total of two (2) of the fifty-three (53) responding parents reported having attended project workshop sessions.

The proper "operation of audio-visual and other project equipment" (#2) was considered to be an important part of the participating parents' project sponsored training. Responses indicated that: 30% of the English speaking and 42% of the Spanish speaking parents learned to operate an instamatic camera (#2a); 20% of the English speaking and 15% of the Spanish speaking parents learned to operate a tape recorder (#2b); and 10% of the English speaking and 9% of the Spanish speaking parents learned to operate a typewriter (#2c). It should be noted, however, that some parents stated that they already had had experience in the operation of this equipment.

By the termination of the project nearly twenty-five per cent (25%) of the English speaking and sixty-

three per cent (63%) of the Spanish speaking parents had discussed "ways to become involved in the education of their child" (#3) with members of the project staff. Also, forty per cent (40%) of the English speaking and sixty-nine per cent (69%) of the Spanish speaking parents reported discussing "ways to help their child learn the names of things" (#4).

Parents reported a growth in "second language acquisition" (#5 and #6) during the time period between the administration of the pre test and post test. At the beginning of the program year, twenty-nine per cent (29%) of the English speaking parents recorded an ability to speak at least a little Spanish and thirty-nine per cent (39%) had an understanding of this language. By the time the post test was completed, these parents reported that forty per cent (40%) had an ability to speak and fifty per cent (50%) could understand Spanish. The predominantly Spanish speaking parents indicated on the pre test that they had an ability to speak and seventy-one per cent (71%) could understand English. The post test figures showed no significant change in these percentages, with seventy-nine per cent (79%) reporting a speaking

ability and seventy-eight per cent (78%) an understanding of English.

Of the 53 parents responding to question #7 concerning volunteer work with project children: 6 parents read stories to the children; 19 accompanied the class on field trips; 14 went with the class on walks; 3 spoke before the class as a group; 4 used a tape recorder to record the children's language; 7 took pictures of class activities; 4 helped prepare children's picture-word books; and 19 showed the class how to cook, sing, dance, draw, or sew. Three parents stated that they had helped to "teach other parents about understanding their language and culture" (#8).

Some increase was noted in the "social visiting" (#9W reported by the parents of the children enrolled in the program. The predominantly Spanish speaking parents indicated that six per cent (6%) had visited in Anglo homes at the onset of project oepration. By the end of this school year, eighteen per cent (18%) reported this informal cross cultural experience. "Visits within the Mexican - American culture group" (#10) were reported by the Spanish speaking parents to have increased from twenty-three per cent (23%) at the beginning of the school year

to forty-eight per cent (48%) by the close of the project classes. The English speaking parents similarly reported an increase in visits with other parents. The twenty-eight per cent (28%) rate for visiting with Anglo and Mexican-American parents had increased by the time the post test was administered to forty per cent (40%) for Anglo and fifty per cent (50%) for Mexican-American parents.

Visits with the project's bilingual teachers (#11a) were reported by seventy-five per cent (75%) of the English speaking parents with the majority of these recorded in the "yes" or highest category. Seventy-five per cent (75%) of these English speaking parents also reported meeting with the Anglo teacher (#16) and fifty per cent (50%) met with the teacher-aide (#11c). Of the Spanish speaking parents, ninety-seven per cent (97%) indicated that they had spoken with the bilingual teacher, thirty-nine per cent (39%) had talked with the Anglo teacher, and seventy per cent (70%) had spoken with the teacher aide.

Summary

- Parents of the participating children did not attend project sponsored workshops.

Summary (Continued)

- Training in the operation of project equipment was available to and utilized by parents, especially cameras.
- A majority of the Spanish speaking (63%) and some of the English speaking parents reported discussing ways of becoming involved in their children's education with members of the project staff. Sixty-nine per cent (69%) of the Spanish speaking and forty per cent (40%) of the English speaking parents discussed ways to help their children learn the names of things.
- Parent volunteers were utilized principally in accompanying the class on bus and walking trips and in demonstrating special skills to the class.
- Parents of the participating children indicated marked increases in their visits with both Mexican-American and Anglo parents.
- Although most Spanish speaking and English speaking parents reported having met with one or more members of the project staff, the percentages given for the Spanish speaking parents was substantially greater.

CHECKLIST FOR PROGRAM INVOLVEMENT

The checklist for Program Involvement for the Rowland Bilingual/Bicultural Education Program showed that during the academic year a total of 291 visitations were made by parents of the project children and interested citizens in the community. The following purposes of visitation were noted:

° Classroom Visitations	188
° Parent Conferences	64
° Field Trips	14
° Local Agency Representative	12
° Preparation of Materials	11
° Advisory Committee Meeting	2
TOTAL	291

There is, however, some question with regard to the accuracy of the above documentations. Insufficient maintenance of the checklist by staff members with regard to appointing a designated person in each class to continuously maintain the visitation records for that class should be noted. It can be assumed, therefore, that the above figures constitute minimum quantities for each of the pre-specified categories.

In accordance with the stated rationale of the program, a substantial amount of community interest and involvement was evidenced by the fact that of the total visitations made, one hundred and eighty-eight (188) represented classroom visits while sixty-four (64) were made for the purpose of conducting parent conferences. Representatives from the local area as well as some from near-by communities who observed the bilingual program were: Pasadena Unified School District representatives, Pacific Oak School District personnel, a Los Angeles Times photographer, a San Gabriel Valley Tribune reporter, Rowland Unified School District School Board members, Department of Education Personnel, and employees from the County Superintendent of Schools Office.

Additional community involvement was reported with fourteen (14) persons accompanying project children and the regular staff on field trips. Continued support also was evidenced by the fact that eleven (11) persons volunteered to prepare materials for the bilingual education program. It also was recorded that two people visited the March Advisory Committee meeting.

With regard to strategic planning for additional involvement in the future, it would appear advantageous

to monitor more closely the Checklist for Program Involvement to more effectively assess the commitment and program expansion in terms of parent and community interest and support.

The data indicated that the school initiated all of the visitations; it is anticipated that, in regard to future planning for the Checklist for Program Involvement, the additional opportunity and motivation should be provided to elicit more parent initiated visitations.

Many parents visited the Resource and Learning Center, initiating the vists themselves to get clarification on questions pertaining to the bilingual/bicultural program, or to assist in making costumes or to attend meetings (Advisory Committee Meetings).

HOME CONTACTS AND VISITATIONS

Throughout the school year, the Rowland Bilingual Education project continuously endeavored to involve parents of participating children in the education of their children. The intent was to utilize the native talents of parents as resource technicians in such areas as individual instruction, ethnic songs and dances, folklore, costume making, field excursions, attending advisory committee meetings, counseling on student achievement, etc. It was further felt that this approach would facilitate the transfer of classroom instruction into direct support for the bilingual program in the home.

Data concerning the type of contact/visitation made by project staff have shown a total of 249, or approximately twenty-five contacts per month. This policy of frequent home contact has resulted in the active participation of parents who perhaps might not otherwise have volunteered their services. These contacts also were considered to be a definite asset in the acquisition/reinforcement of knowledge gained by the parents of the tenets of this program.

The Home Contact/Visitation Schedule prepared to facilitate the recording of information contained the

following elements: Parent's Name, Date of Contact, Initiator of the Contact, Purpose of the Contact, and Parent Attitude to the Program.

The data generated in the category of the Purpose of the Contact indicated that a variety of student-parent needs were served. Parents met, became acquainted with other program participants, and in general, became involved in the program.

Home Study Kits were utilized. Parents loaned artifacts and cultural materials to support and augment the curriculum offerings. Documentation of conferences with parents with regard to their particular personal concerns were noted. The coordination of efforts for the presentation of special holiday programs and the necessary transportation for these programs also was indicated.

The expressed attitude of participating parents registered a strong acceptance of the program with a range of degrees of acceptability to include: well received, very good, good, and positive positions. It should be noted, however, that there was insufficient recording of parental attitudes for the number and types of home contact/visitations reported.

The importance of on-going teacher/teacher aide perception of the attitudes of the contacted parents is essential and should not be overlooked. Although noted in other assessment instruments on a pre- and post-test basis, not ot er instrument recorded this vital information on a monthly continuum for program planning and/or modification.

Although a review of the ADA showed that some students missed a significant (up to 60 days) portion of the instructional program, the Home Contact/Visitation schedule indicated that only four (4) contacts were made for the specific purpose of discussing this absenteeism with the parents of these children. Feedback of information to the project director on a monthly basis should include proper entries on the Home Contact/Visitation Schedule for monitoring purposes. It also would provide baseline information regarding the removal of a student from the program who lacks sufficient motivation and parental commitment with regard to their support for the bilingual program.

Whereas the project director was absent due to illness for ten weeks prior to the close of school, and whereas the staff did continue to implement all aspects

of the bilingual program, it should be noted that the process of monitoring the utility of this component was not followed up by the district.

MATERIALS SELECTION RATING SCALE

A Materials Selection Rating Scale was developed for use by the project's administrative and instructional staff and advisory committee members. This instrument was intended to allow the selection of educational materials to take place in a manner unaffected, as much as possible, by claims and promises made by manufacturers and sales representatives as such purchases are being considered prior to actual purchase.

The rating scale focuses the individual's or selection committee's attention on the relevant values of the item in question. Also, when two or more items were being considered, a valid contrast of merit could be clearly understood by this careful consideration of individual product strengths and weaknesses.

The materials reviewed and rated by project representatives during the 1970-71 school year included such varied classroom items as: records, tapes, books, flash cards, pictures, educational kits, cameras, rings for key vocabulary use, food for class tasting and preparation experiences, a coat rack, games, puzzles, puppets, tape recorders, and educational toys. The following is

a partial listing of items that were deemed suitable for project purchase:

Books Purchased by Teachers

1. Set of Sesame Street Books
2. Swimey
3. Frederick
4. What to do with Blocks
5. Flash, Crash, Rumble, Roll
6. Rockets and Satellites
7. Amigos! Amigos! Amigos!
8. Winnie el Puh
9. The Tale of Peter Rabbit (Translated)
10. The Sign Book
11. Talking Time
12. Learning Time
13. Storytelling with Flannelboard

Books made by Teachers

1. Brown Bear, Brown Bear, What do you See?
2. Feeling Number Book
3. Oso Pardo, Oso Pardo, Que Ves Tu?

Books made by teachers (Continued)

4. 3 Osos
5. La Ropa de Lupe y Juana
6. Yo

Audio Visual Aids

1. Tape Recorder
2. Cassette Listener
3. Record player
4. Television
5. Movie Projector
6. Filmstrip Projector
7. Listening Posts
8. Cameras
9. Language Master

PROJECT MANAGEMENT AND ADMINISTRATIVE SUPPORT

The Rowland Bilingual/Bicultural Education Program has completed its first year of funded operation pursuant to E.S.E.A. Title VII guidelines. The following statements are made with regard to actual and empirical data.

The project has been well-managed by the project director and was staffed by qualified and competent teachers and teacher aides. There were normal initial implementation problems relative to community involvement in the development of the proposal. This was complicated further by the fact that although the bilingual teachers were funded by Title VII, they were selected by district personnel with essentially no consultation with the project director. The project director, in conjunction with the advisory committee, did hire the two bilingual aides.

The teacher aide positions were originally intended to attract target area residents, especially parents, to work with the bilingual project; however, rigid district specified hiring standards precluded most of the target area residents from qualifying for these positions. The teacher aides were therefore recruited from outside the target area. The district, project director, and advisory committee have reported a change to this policy, i.e., future teacher aides

will be allowed to work for the bilingual project without meeting the district employment requirements. These aides, however, will not receive tenure status as will regularly qualified employees. They also will remain subject to dismissal should project funds be reduced/terminated.

The bilingual teachers receive the same salary, benefits, and tenure rights as do district employees with comparable qualifications. Those persons applying for teacher aide positions are given the option to qualify for the aide position by examination and, if successful, be given the same tenure rights as other aides in the district.

V. GENERAL SUMMARY INFORMATION BASED UPON COMPOSITE INTERPRETATION OF DISTRIBUTED QUESTIONNAIRES

TEACHER QUESTIONNAIRE

Prior to the initiation of the Rowland Bilingual/ Bicultural Education program, a teacher questionnaire was developed. This instrument was administered on a pre and post test basis and was designed to assess the individual teacher's (1) participation in and opinion of project in-service training; (2) acceptance of program practices; (3) interest in achieving parental participation; (4) success in obtaining behavioral changes in participating children; and (5) desire for future changes in program policies, practices, and materials.

TABLE IX

TEACHER QUESTIONNAIRE

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

Pre: n = 4 ; Post: n = 4	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
1. Did you attend project orientation sessions prior to the opening of school?	1	0	2	1	0	1	0	1	2	0
2. Did these orientation sessions give you an understanding of the goals and objectives of this project?	1	1	1	1	0	1	0	3	0	0
3. Did you attend in-service workshops in:										
(a) TESOL?	4	0	0	0	0	2	1	0	1	0
(b) Human Development?	2	0	2	0	0	1	1	0	1	1
(c) Nutrition?	2	0	1	0	1	2	0	0	0	2
4. Did the in-service orientation provide you with a better understanding of:										
(a) the culture of Mexican-American children?	2	0	1	1	0	0	0	2	1	1

TEACHER QUESTIONNAIRE
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

		Pre-Test					Post Test				
		1	2	3	4	5	1	2	3	4	5
4.	(b) ways to motivate Mexican-American children?	0	1	2	1	0	0	0	2	1	1
	(c) ways to adapt existing instructional materials to the special needs of Mexican-American children?	0	0	2	2	0	0	0	2	1	1
	(d) ways to develop new instructional materials to supplement existing materials?	0	0	2	1	1	1	0	1	1	1
	(e) ways to involve parents in both the home and school educational development of their children?	1	1	2	0	0	0	0	1	2	1
5.	How much assistance in planning classroom activities did you utilize from:										
	(a) your associate teacher?	0	0	1	3	0	0	1	0	3	0

TEACHER QUESTIONNAIRE
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
5. (b) your teacher aide?	0	1	2	1	0	0	0	2	2	0
6. Do you feel that having a lower student/ teacher ratio has benefited the children in your class?	0	0	0	4	0	0	0	0	4	0
7. Did you meet with a parent of each child enrolled in your class?	1	0	1	2	0	0	1	0	3	0
8. To what degree do you feel that these parents support the bilingual program?	0	1	1	2	0	0	0	0	4	0
9. Do you speak:										
(a) Spanish?	1	1	0	2	0	0	2	0	2	0
(b) English?	0	0	0	4	0	0	0	0	3	1

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TEACHER QUESTIONNAIRE
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
9. (c) Other, specify _____	4	0	0	0	0	4	0	0	0	0
10. What level of competency do you have in Spanish in each of the following areas:										
(a) conversational?	1	1	1	1	0	1	1	0	2	0
(b) reading?	1	1	0	2	0	1	0	1	2	0
(c) writing?	1	1	0	2	0	1	1	0	2	0
(d) translating from English to Spanish and from Spanish to English?	2	0	1	1	0	1	1	1	1	0
11. How much do you think this program will assist these children in their later assimilation into the regular school curriculum?	0	0	1	2	1	0	0	0	4	0

TEACHER QUESTIONNAIRE
(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
12. How much change (re: class as a whole) did you observe in the children enrolled in your class in the following areas:										
(a) class behavior?	0	1	1	2	0	0	0	0	3	0
(b) attention span?	0	2	0	2	0	0	0	1	3	0
(c) independent work habits?	0	2	1	1	0	0	0	1	3	0
(d) coordination and balance?	1	1	2	0	0	0	0	1	3	0
(e) personal hygiene?	2	1	1	0	0	0	0	3	1	0
(f) school attendance?	2	0	1	0	1	0	2	1	1	0
(g) peer relationships?	0	1	2	1	0	0	0	1	3	0
(h) playground behavior?	0	0	2	2	0	0	1	2	1	0

TEACHER QUESTIONNAIRE

(Continued)

CODE: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
12. (Continued)										
(i) social acceptance?	0	0	2	2	0	0	0	1	3	0
(j) class participation?	0	0	2	2	0	0	0	0	4	0

NARRATIVE INTERPRETATION OF TEACHER QUESTIONNAIRE

Three of the four participating teachers reported that they had "attended project orientation sessions" (#1) and that these sessions had helped them gain an "understanding of the goals and objectives of the project" (#2). In addition to the orientation sessions, a series of "in-service training workshops" were provided for the project teacher's professional growth. Two of the teachers reported that they did not attend the meetings concerning TESOL (Teaching English to Speakers of Other Languages) and nutrition and one did not attend the human development session. It also should be noted that one teacher did not respond to question #3b pertaining to attendance at the human development workshop and two teachers failed to record an answer for #3c which referred to the nutrition workshop offering.

Three of the four teachers responded to question #4 which was designed to assess their reactions to the in-service orientation meetings. Of these three respondees, two stated that they had gained some and one had gained a lot in their understanding of the culture of Mexican-American children. This same response pattern, two "some"

and one "a lot", was repeated in (#4b) "understanding ways to motivate Mexican-American children" and (#4c), "ways to adapt existing instructional materials to the special needs of Mexican-American children". One teacher reflected no gain in learning "ways to develop new instructional materials to supplement existing materials (#4d) which the other two teachers indicated some or a lot of training in this area. "Ways to involve parents in both the home and school educational development of their children" (#4e) was a highly successful in-service training topic as seen by two teachers with the third rating it only slightly less valuable.

"Cooperative classroom planning" by the two teams of associate teachers was seen by three of the four teachers as bring a lot of assistance to them in their work (#5a), while one teacher reported a little assistance gained from this experience. No unfavorable responses to the teacher aide's assistance were recorded by the teachers. Two stated that their aide was a lot of help in planning class activities while the remaining two obtained some help from this source. The teachers were unanimous in stating that the lowered student-teacher ratio was beneficial to the children.

"Meetings with parents" were held frequently (a lot) by three teachers while one held these meetings only occasionally (a little). Enthusiastic "parental support" (#8) for the project was observed by all of the teachers.

There was an increase in Spanish language facility from none to a little reported by one teacher (#9) and a corresponding growth in the conversational and reading, from a little to some use of this language. No change was seen in Spanish writing or translation.

All project teachers (4) expressed the conviction that the initial bilingual/bicultural experience would "assist the children in their later assimilation into the regular school curriculum" (#11). The amount of change in the project students as rated by the teachers was highest in "class participation" (four teachers observed a lot of change); "attention span, independent work habits, coordination and balance, peer relationships, and social acceptance" (three a lot with one some); and in "Class behavior" (three a lot with one teacher not responding). Some changes in "personal hygiene" were noted by three teachers while one teacher observed a lot. "Playground behavior" was modified a little according to one teacher, some in the

opinion of two teachers, and a lot by another. "School attendance" patterns were judged to have changed a little (two responses), some (one response), and a lot (one response) (#12).

The children participating in the bilingual program seen as "benefiting in their future years of education" (#1) by: developing their ability to utilize the "Spoken, printed, and written word" in two languages; cultivating an "understanding of two cultures"; and also by helping others to see the foreign language as an "enrichment of knowledge rather than a kind of funny sort of slang". The Spanish speaking child also was said to "feel more positive about himself and more comfortable in the school setting".

The teachers were requested to "list two suggestions for additional instructional materials which would benefit the chidren enrolled in the bilingual program" (#13). The most frequent request (all teachers mentioned this) was for more Spanish language books, including reading readiness materials, primers, picture books, and books and materials on the Mexican people, their children, and their way of life (designed for kindergarten children).

Other requests were for Spanish and English language records and tapes of songs, stories, games, and rhythm activities; puppets; and one teacher reported that a Spanish primary typewriter would be very helpful.

Suggestions for "improving the bilingual program in future years of operation" (#14) were concerned with the modification of program objectives, provisions for a bilingual substitute teacher, increased involvement of consultants in the classroom, and additional cultural field trips. Also, it was suggested that the program should take a more realistic account of the student population in reference to their linguistic ability which varies from one year to the next. For example, this year the Spanish capacity of the children of Mexican descent varied from non-Spanish speaking to monolingual Spanish to bilingualism (English and Spanish). Also, not enough is written in the proposal to account for the socio-economic level of the children".

Summary

- The project orientation sessions held prior to the opening of the school were attended by three of the four teachers and provided some assistance in their understanding of the project's goals and objectives.
- In-service workshops were not reported to be as well received as were the orientation sessions.
- In-service orientations were considered helpful by the teachers who participated in them.
- Associate teachers and teacher aides were utilized in planning class activities and the presence of this coordinated teaching team was extremely beneficial to the children.
- The parents of the project were contacted by their child's teacher and were reported to be supportive of the Rowland Bilingual/Bicultural Education Project.
- The program was unanimously seen as being helpful in the children's later assimilation into the regular school curriculum.
- The teachers reported marked favorable change in the children's social behavior and educational readiness.

- All teachers reported that there was a felt need for additonal Spanish language books and audio-visual materials.

TEACHER AIDE QUESTIONNAIRE

A teacher aide questionnaire was administered on a pre and post test basis. This instrument measured the individual participant's training in bilingual instructional methodology and materials preparation, opinions of program procedures and focus as observed in actual operation, and recommendations for changes or additions to the existing program.

TABLE X

TEACHER AIDE QUESTIONNAIRE

Code: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
1. Have you attended workshop training sessions since you have been working in this program?	1	0	0	1	0	0	0	0	2	0
2. If you did attend workshop sessions, did this training help you as you worked with the children?	0	0	1	0	1	0	0	0	2	0
3. Did you help the classroom teachers plan:										
(a) Cultural activities?	1	0	1	0	0	2	0	0	0	0
(b) Field trips?	2	0	0	0	0	2	0	0	0	0
(c) Ways to help Mexican-American children with their needs?	1	1	0	0	0	1	0	1	0	0
4. Do you think that you were permitted to really help the children in your classroom?	0	0	1	1	0	0	0	1	1	0

Pre: n = 2 ; Post: n = 2

TEACHER AIDE QUESTIONNAIRE
(Continued)

Code: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
5. Did you have the opportunity to meet and talk with the parents of some of the children in the program?	0	0	0	2	0	0	0	0	2	0
6. Did you learn skills while you were working in this program that will help you in future jobs?	0	0	0	2	0	0	0	0	2	0
7. Do you think that the children in this area are really being helped by this bilingual education program?	0	0	1	1	0	0	0	0	2	0

NARRATIVE INTERPRETATION OF TEACHER AIDE QUESTIONNAIRE

The teacher aides reported that during the program year both had "participated in workshop training sessions" (#1) and that these sessions were of value to them in their work. One aide also stated that she had attended Mt. Sac College, had become involved in Social and Ethnic problems, and was attending a class for culturally deprived children. They also reported that they "learned many skills during their employment by the Rowland bilingual/bicultural project that would assist them in future jobs" (#6).

Numerous opportunities were afforded the teacher aides to "meet with and talk to the parents of the participating children" (#5) and to "assist the teachers in actually working with these children" (#4). It should be noted, however, that the teacher aides reported that they were not involved in the planning of cultural activities or field trips, and only one was included in planning "ways to help Mexican-American children with their needs" (#3c). A check of project records indicated that, in fact, the teacher aides did participate in such cultural activities as: making ethnic costumes, planning and rehearsing fiesta

programs, and selecting appropriate Spanish language songs and dances, e.g., La Raspa, Cielito Lindo, etc. The aides did state that they assisted the teachers in planning "ways to involve Mexican-American parents in the education of their children" (#3d). Unanimous approval also was expressed for the effect the bilingual/bicultural program was having on the children.

Teacher aide responses relative to "making this a more responsive program for the chidlren involved" (#8) in the bilingual program were (1) to provide more individual help to Spanish speaking children in conversational English; (2) to spend less time learning things that are not of great importance, like shapes; (3) to spend time explaining some of their ancestor's backgrounds; (4) to celebrate more of the Mexican holidays; and (5) to visit more cultural centers.

In terms of providing more effecting learning experiences for the bilingual teacher aides, the teacher aides felt that they needed more insight into the problems concerning the education of the Mexican-American child, his family, and his culture. Simply being of the same ethnic background does not necessarily mean that an aide knows the culture.

In addition, they felt that they could make a worthwhile contribution to the education of the Mexican-American child if they could assist the teachers in planning instructional activities.

Summary

- The teacher aides did attend workshop training sessions and these sessions were useful to them in their work.
- Both teacher aides reported that they were greatly involved in planning for Mexican-American parent involvement as well as actually meeting and talking with these parents.
- Neither aide reported participation in planning cultural activities or field trips and one was not included in planning for ways to help Mexican-American children with their needs. There are definite indications, however, that the nature of this question was not fully understood by the respondees.
- Children were seen as benefiting from the bilingual/bicultural program and from the aides' participation in it.
- Employment as a teacher aide was considered valuable in the participants' future career plans.

PARENT QUESTIONNAIRE

A parent opinion assessment instrument was developed in both English and a Spanish version prior to the initiation of project operation. This instrument was administered on a pre and post test basis in the dominant language of the individual. The Parent Questionnaire was designed to reflect parents':

- acceptance of program practices,
- changes in children's home behavioral patterns,
- participation in project activities,
- felt need for bilingual programs, and
- desire for additions and/or amendments to the existing bilingual education program.

Table xi Parent Questionnaire and Tablexii Cuestionario para Padres illustrate pre and post test information with regard to the perceptions of parents for the bilingual program.

TABLE XI

PARENT QUESTIONNAIRE

Code: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
1. Do you think that this special bilingual education program is good for your child?	0	0	6	30	2	1	0	4	16	0
2. Do you think that this program is providing help for your child as an individual?	0	2	3	30	2	2	1	5	13	0
3. Does your child like to go to school?	0	2	2	34	0	1	1	4	15	0
4. Do you think that your child has many friends in his class?	0	2	24	12	0	0	0	13	8	0
5. Do you think that your child accepts other children better because of this special program?	6	4	15	11	2	6	4	3	8	0
6. After school, does your child play with Anglo children?	6	1	9	20	2	3	2	7	9	0
7. After school, does your child play with Mexican-American Children	3	4	10	21	0	2	2	6	11	0

Pre: n = 38 ; Post: n = 21

PARENT QUESTIONNAIRE
(Continued)

Code: 1 - No ; 2 - A Little ; 3 - Some ; 4 - A Lot ; 5 - No Response

	Pre-Test					Post Test				
	1	2	3	4	5	1	2	3	4	5
8. Do you speak English in your home?	6	2	3	27	0	0	0	1	20	0
9. Do you speak Spanish in your home?	17	4	5	12	0	16	2	3	0	0
10. Do you understand English?	5	3	1	29	0	0	0	0	21	0
11. Do you understand Spanish?	13	6	2	17	0	10	7	0	4	0
12. Do you think that it is good for your child to learn in Spanish as well as in English?	1	0	3	34	0	0	1	0	20	0
13. Do you think that it is good for your child to learn about other cultures?	0	0	5	32	1	0	0	3	18	0
14. Did you go to Advisory Committee Meetings?	30	2	2	3	1	18	1	1	1	0
15. Have you been able to get your ideas across to school professional staff?	15	1	5	4	13	12	2	5	2	0

TABLE XII

CUESTIONARIO PARA PADRES

Code: 1 - No ; 2 - Un Poco ; 3 - Algo ; 4 - Mucho ; 5 - No Respuesta

	Ante					Pasado				
	1	2	3	4	5	1	2	3	4	5
1. Cree usted que este programa especial de educacion bilingue es bueno para su hijo(a)?	1	0	4	24	0	0	0	1	31	0
2. Cree usted que este programa le esta ayudando a su hijo(a) como individuo?	0	3	4	22	0	0	1	2	29	0
3. Le gusta a su hijo(a) ir a la escuela?	0	4	1	24	0	0	0	4	28	0
4. Cree usted que su hijo(a) tiene muchos amigos en su clase?	0	4	11	14	0	1	0	7	24	0
5. Cree usted que su hijo(a) acepta a los otros ninos mejor devido a este programa especial?	2	2	4	19	2	1	0	6	25	0
6. Despues de la salida de la escuela, juega su hijo(a) con los ninos Anglo-Americanos?	10	2	10	7	0	5	2	8	17	0
7. Despues de la salida de la escuela, juega su hijo(a) con los ninos Mexico-Americanos?	8	2	5	14	0	1	4	4	23	0

Pre: n = 29 ; Post: n = 32

CUESTIONARIO PARA PADRES
(Continuado)

Code: 1 - No ; 2 - Un Poco ; 3 - Algo ; 4 - Mucho ; 5 - No Respuesta

	Ante					Pasado				
	1	2	3	4	5	1	2	3	4	5
8. Habla usted Ingles en su casa?	13	13	1	2	0	11	14	3	4	0
9. Habla usted Espanol en su casa?	3	1	0	25	0	0	2	0	30	0
10. Comprende usted Ingles?	6	11	4	8	0	4	16	3	9	0
11. Comprende usted Espanol?	0	1	0	28	0	0	0	1	31	0
12. Cree usted que es bueno que su hijo(a) aprenda en Espanol tanto como en Ingles?	0	0	2	27	0	0	0	0	32	0
13. Cree usted que es bueno que su hijo(a) aprenda algo de las otras culturas?	0	0	4	25	0	0	0	4	28	0
14. Asistio usted las reuniones del comite consejero?	20	0	0	0	0	26	2	2	2	0
15. Ha podido usted comunicar sus ideas a los miembros profesionales de la escuela?	19	2	4	3	1	20	4	3	5	0

NARRATIVE INTERPRETATION OF PARENT QUESTIONNAIRE

ENGLISH AND SPANISH VERSIONS

The overwhelming positive response to question #12 concerning the "benefits of learning bilingually" indicated a definite favorable response to the utilization of Spanish in the educational program. Ninety-five per cent (95%) of the predominately English speaking parents (20) and all (100%) of the predominantly Spanish speaking parents (32) responded to this question by checking a lot. Similarly favorable was the response to question #13 concerning the "benefits of learning biculturally". Eighty-six per cent (86%) of the predominantly English speaking parents (18) and eighty-seven per cent (87%) of the predominantly Spanish speaking parents (28) selected the highest degree of response, i.e., a lot.

In reporting their specific reactions relative to the benefits their children received as a result of the Rowland special bilingual education program (#1), seventy-six per cent (76%) of the English speaking parents (16) responded affirmatively with a lot, while an additional nineteen per cent (19%) indicated some. This category showed no appreciable changes in attitude during the time interval between the pre and post tests. The Spanish

language instrument showed a growth in the number of most of favorable responses, a lot, from eighty-three per cent (83%) on the pre test to ninety-seven per cent (97%) on the post test.

Question #2 designed to obtain an informal parent assessment of the bilingual/bicultural project with regard to whether "this program is providing help for their child as an individual". The predominantly Spanish speaking parents responded most favorably (a lot) with a growth of fifteen per cent (15%), from 76% to 91%, between the pre and post tests, while the English speaking parents highly favorable response declined slightly (17%) from seventy-nine per cent (79%) on the pre test to sixty-two per cent (62%) on the post test. The still positive some response accounted for an additional twenty-four (24%) of the replys; only two parents indicated a negative reaction.

The majority of the parents reported that their children enjoyed their bilingual/bicultural kindergarten experience. The Spanish speaking parents demonstrated a slightly higher percentage of most favorable (a lot) response (87%) than did the English speaking parents (71%). The English language instrument did detect one child who's

parents reported that he did not "enjoy going to school" (#3); however, it was not determined whether or not his participation in the bilingual program was related to his unfavorable attitude toward school.

Questions #4-#7 dealt with the children's peer relations. The Spanish speaking parents again responded more favorably than did the English speaking parents. The English speaking parents also reported less change in their childrens' peer group participation and playmate selection than did the Spanish speaking parents. The responses thus could be interpreted as being indicative of a greater degree of social impact on predominately Spanish speaking children. This growth, as perceived by the Spanish speaking parents can be seen in each of the following areas: classmate friendships (#4) 27% growth; peer acceptance (#5), 13% growth; Anglo social relationships (#6), 29% growth; and Mexican-American social relationships (#7), 24% growth.

Second language utilization and understanding was also largely determined by the cultural background of the participating parents with a small gain in English usage, (5%), on the part of the Spanish speaking parents (38). The English speaking parents, however, did not indicate

any progress in their understanding utilization of the Spanish language (#9 and #11). It should be noted, however, that the Spanish speaking respondees were afforded many more contacts with English in their daily lives than were the English speaking parents with the Spanish language. Furthermore, the need for formal Spanish language contact was expressed by numerous parents (#17). In addition, parents expressed a desire for vocabulary words that would assist them in learning the English language, and that an adult class in functional English would be highly beneficial to their needs.

The project parents, both English and Spanish speaking, reported that their "attendance at advisory committee meetings" was minimal. Eighty-six per cent (86%) of the English speaking and eighty-one per cent (81%) of the Spanish speaking parents responded to question #14, fifty-six per cent (56%) of the English speaking and sixty-two per cent (62%) of the Spanish speaking, with a no answer. Similarly, parents stated that "project staff acceptance of their ideas" (#15) was lacking. The actual participation of the parents in project activities with the resultant opportunities for the informal interchange of suggestions

is contained in another section of this report, however, indications are that this vital area of parental involvement is in much need of further emphasis.

Summary

- Parents generally expressed approval of the educational and social impact that the bilingual/bicultural program was having on their children.
- The Spanish speaking parents reported a greater degree of social change in their children than did the English speaking parents.
- The Spanish speaking parents demonstrated a greater acceptance for and utilization of the English language than did the English speaking parents for the Spanish language.
- Advisory committee attendance was largely irregular or entirely lacking by both the English and the Spanish speaking parents.
- Staff acceptance of parental suggestions was not evident in the parents' responses.

ADVISORY COMMITTEE QUESTIONNAIRE

The Advisory Committee Questionnaire was administered on both a pre- and post test basis in both the Spanish and English versions. This instrument was developed to enable the project administration, district administration, and government agency representatives to determine the Rowland Bilingual/Bicultural Education Project's effectiveness in obtaining community support for project goals and activities. Specific areas assessed by this questionnaire include the member's: extent of program involvement; acceptance of program goals and policies; interest in further implementation of bilingual/bicultural education; and desire to change the focus or direction of the existing bilingual education program.

TABLE XIII

ADVISORY COMMITTEE QUESTIONNAIRE

CODE: 1 - Yes ; 2 - No ; 3 - No Response 1 - All ; 2 - Many ; 3 - None	Pre-Test			Post Test		
	1	2	3	1	2	3
1. Are you:						
(a) A parent of a participating child?	5			4		
(b) A member of a community organization	2			5		
(c) An interested member of the community?	0			5		
2. How many Advisory Committee meetings have you attended?	3	4	0	3	5	6
3. Do you think that the suggestions proposed by the Advisory Committee are being incorporated into this bilingual education program?	7	0	0	6	4	4
4. Do you think that a bilingual education program is needed in this area?	7	0	0	11	1	2
5. Do you feel that the instructional staff is truly interested in helping Mexican-American children receive a better education?	7	0	0	13	1	0

Pre: n = 7 ; Post: n = 14

ADVISORY COMMITTEE QUESTIONNAIRE
(Continued)

CODE: 1 - Yes ; 2 - No ; 3 - No Response	Pre-Test 1	2	3	Post Test 1	2	3
6. Do you feel that the instructional staff understands the needs of the Mexican-American child?	7	0	0	11	3	0
7. Do you feel that the district administration is truly interested in helping Mexican-American children receive a better education?	3	3	0	13	0	1
8. How many times have you visited a project classroom?	0 = 1	1 = 1	2 = 1	0 = 6	1 = 0	2 = 0
	3 = 2	4 = 2	5+ = 0	3 = 3	4 = 0	5+ = 5
9. Do you think that it is good for children to learn in both Spanish and English?	7	0	0	12	0	2

ADVISORY COMMITTEE QUESTIONNAIRE
(Continued)

CODE: 1 - Yes ; 2 - No ; 3 - No Response	Pre-Test			Post Test		
	1	2	3	1	2	3
10. Do you think that the project staff has made a sincere effort to communicate with you?	7	0	0	14	0	0
11. Do you think that this bilingual education program should be:						
(a) continued?	7	0	0	14	0	0
(b) terminated?	0	7	0	0	14	0

NARRATIVE INTERPRETATION

OF ADVISORY COMMITTEE QUESTIONNAIRE

Seven (7) advisory committee members completed the pre test questionnaire, and of these seven, five (5) stated that they were "a parent of a participating child" and two (2) were "a member of a community organization". Of the fourteen responses received on the post test instrument, four (4) were "a parent of a participating child", five (5) were a "member of a community organization", and five (5) were "an interested member of the community" (#1). Three (3) of these committee members reported having attended all, and four (4) many meetings on the pre-test; while on the post test three (3) attended all, five (5) many, and six (6) none of the meetings (#2.).

All seven of the pre test respondees indicated that "the suggestions proposed by the advisory committee (#3) were being incorporated into the bilingual education program; while on the post test six (6) indicated yes, four (4) no and four (4) did not respond to this question. The seven members all recorded a yes answer to "Do you think that a bilingual education program is needed in this area" (#4) on the pretest and on the post test (11) eleven answered yes, ane (1) no and two (2) had no response.

On the pre test all (7) advisory committee members indicated yes to the questions "Do you feel that the instructional staff is truly interested in helping Mexican-American children receive a better education" (#5), and "Do you feel that the instructional staff understands the needs of the Mexican American child" (#6). On the post test, however, the answers were thirteen (13) yes and one (1) no to #5, and eleven (11) yes with three (3) negative responses to #6. The attitude of the advisory committee toward the school district showed a favorable change from three (3) yes and three (3) no on the pre test to thirteen (13) yes and one (1) no response to this question on the post test.

Relative to the "number of times the fourteen (14) advisory committee members visited the project classes" (#8), three (3) members had gone three times and five (5) had gone five or more times by the end of the school year.

There was an overwhelming positive feeling (12 stated yes) with regard to whether the advisory committee members "think it is good for children to learn in both Spanish and English" (#9). Two (2) did not respond to this item. In addition, it should be noted that all

members, on both the pre test and post test, felt that the "project staff has made a sincere effort to communicate with them" (#10) and that "this bilingual education program should be continued" (#11).

When requested to offer suggestions for future improvements in the Rowland bilingual project the advisory committee members responded with the following suggestions: "provide restroom facilities for the bilingual resource and learning center","provide a community liaison","encourage more parent involvement", "make the kids be proud of their parents and the old country", "teach them how to speak English without an accent", "provide more Mexican artifacts in the classrooms and stress the Spanish language a little more", and "make the teachers learn more about our people so they can understand us better".

Summary

- The advisory committee consisted of a balanced representation of parents, community organization members, and interested citizens.
- Six of the advisory committee members failed to attend any of the advisory committee meetings.

Summary (Continued)

- Advisory committee members indicated a decrease in thinking "that the suggestions proposed by the advisory committee are being incorporated into the bilingual education program".

- Positive attitudes were indicated relative to the following: The need for a bilingual program in Rowland, staff interest in helping Mexican-American children receive a better education, bilingual staff understanding of the needs of Mexican-American children, and district administration interest in helping Mexican-American children receive a better education.

- The eight participating advisory committee members reported numerous visits to project classrooms.
- Very favorable responses were given for: children's learning bilingually, belief that the project staff had made a sincere effort to communicate with them, and continuation of the Rowland Bilingual/Bicultural Education Project.

VI. SUMMARY AND RECOMMENDATIONS

EVALUATION SUMMARY

ACHIEVEMENT OF OBJECTIVES

The purpose of the following summary is to illustrate the performance levels of those kindergarten students who participated in the Rowland Bilingual/Bicultural Education Project. The percentages shown reflect the two highest achievement ratings, i.e. good and very well, pursuant to teacher/teacher aide assessment of student performance. The product objectives and performance outcomes, in percentages, that are listed below will illustrate the degree to which the students have responded to the bilingual program.

- A child will be able to read the words on his Key Vocabulary Ring.

  76% achieved this rating

- A child will be able to write his first and last name.

  93% - first name
  55% - last name

- A child will be able to choose his own work in an Interest Center and complete the task.

  98% - select work at Interest Centers
  98% - completes work

- A child will be able to sing 10 songs in the Dominant Language and the Second Language.

  91% - in English
  93% - in Spanish

- A child will be able to dance 2 dances from each of the two cultures.

  95% - English culture
  95% - Spanish culture

- A child will be able to play 5 directional games in Physical Education. (Using the Dominant Language and Second Language.)

  100% - in English
  100% - in Spanish

- A child will be able to respond physically to the following commands in the Dominant and Second Language. (Run, Jump, Skip, Hop, Throw)

  Routine classroom instructions

  100% - in English
  95% - in Spanish

- A child will be able to count to twenty in the Dominant and Second Language.

  95% - in English
  90% - in Spanish

- A child will be able to measure the length of his arm, leg, foot, finger, and hand, using a tape measure.

  59% achieved this rating

- A child will be able to place two sets of objects into one-to-one correspondence.

  98% achieved this rating

- A child will be able to label the following objects in the Dominant and Second Language. (Circle, Square, Rectangle, Triangle)

  93% - in English
  79% - in Spanish

° A child will be able to play 3 math games.

98% achieved this rating

° A child will be able to classify objects by weight. (Heavy - Light)

not assessed

° A child will be able to identify and physically respond to four saftey signs. (Stop, Go, Walk, Don't Walk)

93% achieved this rating

° A child will be able to paint a picture of things he saw on a specific walking trip and dictate a story about the picture.

Paint a picture:
97% achieved this rating

Dictate a story:
91% - in English
59% - in Spanish

° A child will be able to take a Kodak picture of what he likes while on a bus or walking trip.

95% achieved this rating

° A child will be able to dictate a few sentences into a portable tape recorder about the Kodak picture he is taking while on a bus or walking trip.

91% - in English
59% - in Spanish

° A child will be able to read the book he has authored about one of his trips.

72% - in English
50% - in Spanish

- A child will be able to classify foods in the following ways. (Fruits, Vegetables, Berries, Nuts, Meats, Beked)

  95% achieved this rating

- A child will be able to taste food and make statements on its attributes in both the Dominant and Second Language.

  91% - in English
  71% - in Spanish

- A child will be able to label foods in the Dominant and Second Language.

  100% - in English
  97% - in Spanish

- A child will be able to label cooking utensils in the Dominant and Second Language.

  90% - in English
  84% - in Spanish

- A child will be able to divide food into halves, thirds, and fourths.

  Divide into halves:
  95% achieved this rating

  Divide into thirds:
  48% achieved this rating

  Divide into fourths:
  52% achieved this rating

- A child will be able to observe changes in food.

  not assessed

- A child will be able to assist a staff member or a volunteer in making three cultural recipes.

  98% achieved this rating

° A child will be able to answer familiar questions in the Dominant and Second Language.

93% in English
84% - in Spanish

° A child will be able to label selected rubber animals using the Dominant and Second Language.

98% - in English
97% - in Spanish

° A child will be able to label familiar articles of clothing in the Dominant and Second Language.

98% - in English
97% - in Spanish

° A child will be able to physically respond to familiar commands in the Dominant and Second Language.

100% - in English
95% - in Spanish

° A child will be able to identify and label the (classroom) materials he works with in the Dominant and Second Language.

100% - in English
95% - in Spanish

° A child will be able to watch Sesame Street and recall three things that happened.

93% achieved this rating (Northam School only)

° A child will be able to select and check out a library book.

98% achieved this rating

- A child will be able to do the following with paper. (Fold, Cut, Tear, Fringe, Curl)

  100% achieved this rating

- A child will be able to make an animal using clay.

  98% achieved this rating

- A child will be able to paint a picture using Tempra.

  97% achieved this rating

RECOMMENDATIONS

- The project director, in concert with the project advisory committee, should be fully responsible for staff selection and staff selection criteria as stated in the funded proposal.

- There should be a closer monitoring of student attendance by the project staff with timely feedback to the project director so that he may ascertain absentee causal factors, i.e. dropping from the program, providing home study, etc.

- Student selection criteria should be revised in order that permanent area residents may be enrolled prior to transient enrollment.

- There should be closer liaison with target area residents, especially <u>all</u> parents of participating children.

- There should be a closer review of those parents who show little interest in program participation relative to their continuing in this program.

- There should be a closer matching of teachers and teacher aides within each project classroom.

RECOMMENDATIONS

(Continued)

- Advisory committee members regular attendance should be closely monitored in order that non-participating members may be replaced by alternates.

THE STAFF OF THE ROWLAND BILINGUAL/BICULTURAL EDUCATION PROJECT DESERVE A STRONG COMMENDATION FOR PROVIDING A RESPONSIVE PROGRAM OF BILINGUAL EDUCATION TO KINDERGARTEN CHILDREN DURING THE 1970-71 SCHOOL YEAR. IN VIEW OF THE DIFFICULTIES ENTAILED IN INITIATING AND IMPLEMENTING THIS PROGRAM, THE HIGHLY SATISFACTORY RESULTS INDICATE A CLEAR DEDICATION TO THE PURPOSES OF THIS PROGRAM.

(EDWARD SNYDER & ASSOCIATES)

APPENDIX A

PRE-SERVICE & IN-SERVICE SESSIONS & WORKSHOPS

APPENDIX A

PRE-SERVICE & INSERVICE SESSIONS & WORKSHOPS
ROWLAND BILINGUAL/BICULTURAL EDUCATION PROJECT

Meeting	Topic	Date
Pre-Service Session Teachers/ Aides/ Parents	° Background & Philosophy of ESEA Title VII ° The Instructional Program ° The Bilingual/Bicultural Center ° The USC Visual Literacy Project ° Community Resource Consultants ° Opening Day & In-Service Consultants	9/03/70
In-Service Session Teachers/ Aides/ Admin.	° General Brain Storming & Evaluation ° Materials & Methodologies ° Curriculum Discussion ° Preview Future Plans	10/19/70 to 10/22/70
In-Service Session Teachers/ Aides	° Presentation of Visual Literacy Process ° Slide-Film Presentation	11/09/70 to 11/10/70
In-Service Session Students/ Teachers	° Simulation of Visual Literacy Process ° Use of Camera and Taperecorder ° Presentation of stories by children	12/03/70 to 12/04/70

PRE-SERVICE & INSERVICE SESSIONS & WORKSHOPS

(Continued)

Meeting	Topic	Date
In-Service Session Teachers/ Aides and Guests	° Youth-Tutoring-Youth Workshop ° Rationale of Cross-Age Tutoring ° Filmstrip Demonstration	02/04/71
In-Service Session Teachers/ Aides	° Evaluation of Visual Literacy Process	1/11/71 to 1/14/71
In-Service Session Teachers/ Aides and Guests	° Teaming for Youth-Tutoring-Youth ° Communication skills ° Role Playing Skills	3/04/71
In-Service Workshop Project Dir. Teachers/ Aides	° Introduction of the 1971-72 Bilingual/Bicultural Education, Continuation Proposal ° Review of Major Components of Continuation Proposal ° Team Lesson Planning for 1971-72 ° Future Planning	6/22/71 to 6/28/71